



R. Frank Nims Middle School SUMMER READING – 8th Grade

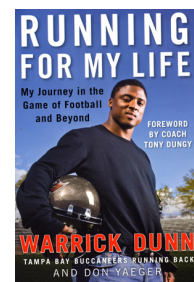
DIRECTIONS: Complete the assignments for the two books you read this summer from the Non-Fiction Reading List and the Supplemental Reading List.

Non-Fiction Reading List

You must read the non-fiction book listed and complete three projects from the Choice Board for your book. Please follow the attached rubric for the projects. **Due: Friday, August 30, 2013**

Running for My Life by Warrick Dunn

Running for My Life details Dunn's struggle to confront his past and face the grief that consumed him for far too long. Thought-provoking and uplifting, it is the story of an exceptional athlete's secret torment and inspiring courage. (Lexile 1100, AR approximate 9.0)

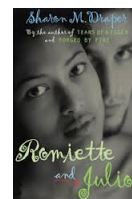


Supplemental Reading List

You must choose one fiction book to read from the list below. You will take an AR quiz during the first week of school on your book. **Due: Friday, August 23, 2013**

Romiette and Julio by Sharon Draper

Romiette, an African-American girl, and Julio, a Hispanic boy, discover that they attend the same high school after meeting on the Internet. (AR 4.7, Lexile 610) **Free copy available at Nims.**



Tankborn by Karen Sandler

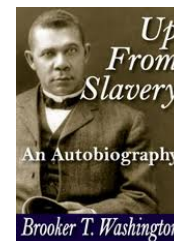
Kayla and Mishalla, two genetically engineered non-human slaves known as GENs, fall in love with higher-status boys, discover deep secrets about the creation of GENs, and in the process find out what it means to be human. (AR 5.6, Lexile 790)



Up from Slavery by Booker T. Washington

This autobiography is of the founder of the Tuskegee Institute and his rise from slavery to become a very influential American educator. (AR 8.2, Lexile 1320)

Free ebook on www.gutenberg.org.



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R. Frank Nims Middle School SUMMER READING – 8th Grade CHOICE BOARD RUBRIC

Criteria	Value	Earned
Student produces project that integrates and evaluates content presented in diverse media and formats, including visual, and written stylistic techniques. Illustrations must include full color and make full usage of space.	30	
The title and author of your book, and your name and grade level are clearly displayed on one side of the project	10	
Student has clearly and fully represented the key points of the plot. Specifications of characters, places, relationships, and details are explored for each section of the novel, used textual evidence to highlight the theme. You have completed the basic requirements per the Choice Board description.	50	
Student produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. The project is free of grammatical errors.	10	
Comments:	100	





R. Frank Nims Middle School SUMMER READING – 8th Grade CHOICE BOARD

<p>1. A</p> <p>Choose pictures of five "artifacts" from the book that best illustrate the events and what they mean in the story. Beneath each picture, explain the significance of the item.</p>	<p>1. B</p> <p>Write a letter to a movie producer trying to get that person interested in making your book into a movie. Explain why the story, characters, conflicts, etc., would make a good film. Suggest a filming location and the best actors to play the various roles. Make your argument convincing. Your letter must be in business letter format.</p>	<p>1. C</p> <p>Find a song or a poem that relates to the theme of your book. In at least two paragraphs, use specific lines from both to explain the similarities between the theme and the song/poem.</p>
<p>2. A</p> <p>Create a cartoon of the whole book or one significant chapter from the book. Must be at least eight panels and fully illustrated with captions (text written out).</p>	<p>2. B</p> <p>Write a letter to the main character of your book asking questions, protesting a situation, and/or making a complaint and/or a suggestion. This must be done in correct letter format. Your letter must be placed inside an envelope, and the envelope must be easily accessible.</p>	<p>2. C</p> <p>Create a PowerPoint presentation, which includes 10-15 slides that provide a summary of the novel and insight into the main character's life.</p>
<p>3. A</p> <p>Write two diary entries from the perspective of a main character in the book that describes your reactions to the events in the book. As the character, express your feelings and how and why they changed throughout the story.</p>	<p>3. B</p> <p>Make a list of five (5) things you learned while reading the book. For each item, explain how you have or could apply what you have learned to everyday life.</p>	<p>3. C</p> <p>Draw and label the plot diagram for a sequel to this book. Be sure to include the five stages of development (exposition, rising action, climax, falling action, and resolution).</p>

